Full Length Research

Analysis of the Constraints Influencing Secondary Schools Safety in Zuru Local Government Area of Kebbi State, Nigeria

Sabo, Y. A. [1], Sanchi, I.D [2], Ndidi, E[3], Dangari, E [4]and Alhassan, Y. J [5]

[1&2]Department of Agricultural Economics and Extension, Federal University of Agriculture Zuru, Kebbi State, Nigeria
aminayahayasabo@gmail.com+2348065978543
ishaqsanchi@gmail.com +2348060664031
[3&4]Faculty of Education, Federal University Wukari, Taraba State Nigeria.
ekennendidi@gmail.com   +2348169105654 epenudangari@gmail.com +234812215917
[5]Department of General Studies, Federal University Wukari, Taraba State, Nigeria.
yohannaj@fuwukari.edu.ng +2348137206435

The research study analyzed the constraints influencing secondary schools safety in Zuru local Government area of kebbi State, Nigeria. All educational stakeholders' action, interest and effort are expected to create desirable school safety. Similarly, their inaction can result in school unsafe, in terms of social, academic and environmental which can easily affect learning, teaching, discipline, trust and undermine the manifested goals of the school and its activities. Four research questions and four objectives were used to guide the study which tried to find the view, roles and obstacle encountered by educational stakeholders in ensuring school safety and also challenges to school safety. Three theories were highlighted as follow: the theory of safety, the sociological theory and the theory of trust which was what the researcher based his works on. The study adopted a descriptive survey, the population of the study, for students is 1, 2761, teachers 631 while parents formed 80 and Zonal Education Boards members were 15. The instrument used for the study was checklist and interview. The interview responses were recorded, transcribed, used according to the frame to code the data and link them to different themes. And for the checklist, alpha Cranach was used to determining the reliability index of the instrument, through personal visitation of the researcher. Data were collected and analyzed using frequency and percentage tables. The result revealed among others that most of the educational stakeholders have an idea of what school safety is, challenges to school safety like bullying, lack of a fence, lack of school facilities and their maintenance, issue of overcrowded classes, lack of Guidance and Counseling Unit and first aid boxes etc,. All these were not found in most of the schools in the study area. It was also revealed that Zonal Education Board does supervise schools due to inadequate logistics and finance.It is recommended that, first aid boxes should be provided in schools, introduction of standing committee on zero tolerance to unsafe schools, that will help to keep an eye on those that are likely to break the school rules and regulations, this will help to ensure safe school environment.

Keywords: Analysis, Constraints, Influencing, Secondary Schools Safety.

INTRODUCTION

According to Rogers (2009), safety can broadly be defined as a means of providing effective levels of protection against risk. It is a process used to create a relatively crime-free area. The aim of safety is to assess the vulnerability to risk and thereafter to employ techniques and measures in order to reduce that vulnerability to reasonable level, safety will therefore assist in creating a stable, fairly predictable environment in which individuals may move freely without any disturbance or injury. According to Green (1999), safety entails a stable, relatively predictable environment in which an individual or a group may pursue its end without disruption or harm and fear of disturbance or injury. Holton (2004) agrees that safety measures can assist in reducing crime and violence in school.

School safety can be viewed as measures taken for the protection of the students, staff, property and other school valuable assets from attacks or dangers, according to Kurtus (2012). It is a plan by administrators, to protect students and staff in the event of danger. It is a plan against criminal and anti-social behavior which can disrupt the work of the school, physical and mental damage to the people and damage to the school building. School safety can also be explained as those measures taken to protect and manage school violence, reduce safety risks and liability, and improve school-community relationships (Trump, 2003). It is the physical protection of school property, school personnel and students from hostile acts or influences. They are measures taken to maintain order, discipline and prevention of disruption to the entire school (Fukumi, 2008).

Effective teaching and learning of the students are dependent on a secured learning environment that will necessitate emotional stability.

The academic success of students depends largely on their emotional stability. Environmental insecurity puts the students in stressful conditions that can affect their behavior and impede learning. When students feel unsafe, stressful and fearful, the results are poor school attendance, outright withdrawal from schools, lack of concentration in classwork and unstable psychological well-being of the learners, the need to overcome these security challenges by the student for effective learning becomes paramount. School safety is specifically what makes an individual student feel secured, comfortable, accepted and associate and integrate freely within the school and utilizes all aspects of the school for perfect learning. On the general perspective, school safety implies the general school conducive atmosphere for teaching and learning meeting the designed desired educational grade of individual, school authority, parents, organization and the entire society. Safety here, does not end in avoiding accident,

harm or state of anomie, but individuals' conformability, reliability accessibility and social security granted to students, parents and society and during the interaction (Dibia and Obi 2011).

METHODOLOGY

Study Area

The study was carried out in Zuru Local Government Area (LGA) of Kebbi State. The Area is located within latitude 11° 35' and 11° 55'N and longitude 4° 45' and 5° 25'E of the equator approximately. Zuru LGA is geographically located in the south-eastern part of the state. The estimated population of the LGA is 165,547 people. The weather is marked by a single rainy season and long dry season, the average rainfall is 1025mm/annum, the rainy season is between May to October, the rainy season last for four – five months. The climatic condition of the area is characterized by hot and wet season as in the tropics; the month of November to January is the hamattan period. The soil type is sandy loam and rich, which makes it suitable for agriculture.

Sample Size and Sampling Procedure

Proportionate sampling technique was used to get the expected number of school teachers and students. Research Advisor (2006) was used to obtain the sample size because the number of teachers and students from each school were not equal. The study involved five (5) secondary schools with a population of five thousand eight and seventy-three student, (5873), the sample size selected was two hundred and fifty-eight (258), and teachers population from the five secondary schools were three hundred and twenty-two (322), and the sample size is one hundred and sixty-nine (169). Simple random sampling technique was also adopted to select the respondents.

Method of Data Collection

The researcher used checklists and interviews for data collection, the checklists were designed to meet the specific objectives of the study. The checklists and the interview were administered to the sampled teachers, students, parents and officers of the Zonal Board Education Authority, a cover letter asking for cooperation and honest answers from the respondents, and assuring them of confidentiality accompanied the

checklist. Administration of the checklist to all the respondents in one school is done once to avoid discussions with those who had responded to the questions earlier on.

Method of Data Analysis

The data collected was organized and read through before the actual analysis. The researcher used both quantitative and qualitative data analysis for this study because both approaches complemented each other well. To analyze quantitative data, the researcher used the Statistical Package for Social Sciences (SPSS) version 20.5. Data was presented in frequency tables and percentages. To analyze qualitative data, the researcher transcribed the discussions of all the interview responses with the teachers, students, and parents who had children, in the schools and also zonal education officers. The researcher then read through the voices transcribed, used a coding frame to code the data, and linked them to different themes and sub-themes of the findings. The researcher then used qualitative data to support the findings generated through quantitative data.

RESULTS

Table 1: Frequency Distribution on the Constraints Encountered by Students in Ensuring Secondary Schools Safety in Zuru Local Government

Student	Yes	%	No	%
Do you have a good relationship with your teachers?	105	56.1	64	42.9
Do you have a regular PTA meeting?	97	57.4	72	42.6
Do you receive any query from the school as a result of indiscipline?	100	60	69	40
Do any parent or teachers, come to challenge or talk to you as a result of the teachers discipline of the children?	96	55	83	45
Have you ever experienced any harassment from the students?	120	71	39	29
Do you have students' guidance and counseling services Unit in the school?	120	71%	39	29
Do you face challenges in contributing to decision-making during PTA meetings?	106	57%	73	43
Have you ever seen any educational board members that come to your school and goes around the school environment to see if thereis any safety problem in the school	122	75%	37	25

Source: Researchers fieldwork, 2019

Table 2: Frequency Distribution of the Constraints Encountered by teachers in Ensuring Secondary Schools Safety in Zuru Local Government

Teachers	Yes	%	No	%
Do you have a good relationship with your teachers?	105	56.1	64	42.9
Do you have a regular PTA meeting?	97	57.4	72	42.6
Do you receive any query from the school as a result of discipline?	100	60	69	40
Do any parent or teachers, come to challenge or talk to you as a result of the discipline of their child?	96	55	83	45
Have you ever experienced any harassment from the students?	120	71	39	29
Do you have students' Guidance and Counseling Services Unit in the school?	120	71%	39	29
Do you face any challenges in contributing to decision-making during the PTA meeting?	106	57%	73	43
Have you ever seen any educational board members that come to your school and goes around the school environment to see if there is any safety problem in the school	122	75%	37	25

Source: Researchers fieldwork, 2019

Table 3: Frequency Distribution of the Constraints Encountered by Parents in Ensuring Secondary Schools Safety in Zuru Local Government

Parent	Yes	%	No	%
Do you attend PTA meetings regularly?	45	55	35	45
Do you face any challenges in contributing to decision-making process during PTA meetings?	60	70	20	30
Are other educational stakeholders fully involved in decision-making?	65	75	15	25

Source: Researchers fieldwork, 2019

Table 4: Frequency Distribution of the Constraints Encountered by Zonal Education Board Officers in Ensuring Secondary Schools Safety in Zuru Local Government

Zonal Education Board	Yes	%	No	%
Do you face financial problemsas a result of the issue of safety in schools?	13	95	2	5
Are the educational stakeholders fully involved in secondary school safety issues?	6	40	9	60
Are there any constraints that block your chances of participating fully in school safety issues?	12	87	3	13
Do Government policies affect you in one way or the other relating to the safety of school environment?	9	60	6	40
Do you find any difficulty in decision-making on school safety issues?	10	67	5	33

Source: Researchers fieldwork, 2019

DISCUSSION

Table 1, revealed that a good number of students 105 representing 62.1% has positive relationship with their teachers only a few that is 64 student representing (37.9%) had negative relationship with their teachers, table 1 also reported that many students 97(57.4%) regularly attend PTA meetings while numbers 72 (42.6%) agreed that they do not regularly attend PTA meetings,

Table 1 also analyzed that majority of students 100(59.2%) received queries from the schools as a result of discipline of junior students while minority said they are not being punished as a result of discipline junior student, in the table, it also indicates that many teachers 94(55.6%) said many parents or teaches come to challenge or talk to them as a result of disciplining their child while few 75 (44.4%) said, parent or teacher, do not challenge them, as a result of disciplining a student. It also identifies that a lot of students 93(55%) said they have experienced much harassment from the students while a few 76(45%) said they have not experienced any harassment from the students. in this table 18, it is seen students 102(60.4%) agree that they do not have a student counseling unit in the school while

a few 67(39.6%) said they have guidance and counseling unit. Table 17 also shows that the majority of the students 89(52.7%) do face challenges in contribution to decision making during, PTA meeting while a minority of the student agree that they do not face any problem in contributing to safety problems, the table shows that most of the student 96 (56%) believe that Education Board members do come to visit the school while 73 of (43%) says they do not come. Table17 it revealed that students agree that they have a good relationship with their teachers but they do face the challenges of parent and teacher, when they discipline junior students, it was also indicated that students normally face a challenge in contributing to decision making during, PTA meeting.

Table 2, revealed that a good number of teachers 105 representing 62.1% had positive relationship with their students and parents. Only a few that is 64 teachers representing 37.9% have negative relationship with their students and parents, it is also clear in table 2 that many teachers 97(57.4%) do have regular PTA meeting while numbers 72 (42.6%) said they do not have regular PTA meeting, this table also

showed that majority of the teachers 100(59.2%) receive queries from the school as a result of discipline of student while minority said they were not being queried as a result of discipline of students, in table 2 it is also indicated that many teachers 94(55.6%) supported that many parents visited their schools to challenge or talk to them as a result of discipline of their children while few 75 (44.4%) said parent doesn't come to challenge them, it also identifies that a lot of teachers 93(55%) said they have experienced much harassments from the students while few 76(45%) said they have not.

In Table 3 it is seen that many teachers 102(60.4%) do not have student guidance and counseling units in the schools while few 67(39.6%) said they have guidance and counseling unit in their school. It also shows that majority of the teachers 89 (52.7%) are faced with challenges in contribution to decision making during PTA meeting while minority said they do not encounter any challenges during PTA meeting, the same table 3, also shows, that most of the teacher 96 (56%) are of the opinion that education board members do come to visit the school while 73 of (43%) says they do not come to visit the schools.

Table 4, revealed that teachers agree that they have good relationship with their student parent but they do face the challenges of parent, when they discipline their children, it was also indicate that teachers do face challenge are face with challenges in contribution to decision making during PTA meeting. It is shown that major numbers of parents 43 (53.8%) do not attend PTA meeting while minor 37 (45.7%) do attend, the PTA meeting, it also indicates that majority of the parent 45 (55.6%) are faced with a challenge in contributing to decision making during PTA meeting while minority agree that they are not faced with a challenge in contributing to decision making during PTA meetings.

Table 4 indicated that most of the parents agreed that they do attend PTA meetings while some do not attend, also they were of the view that they do face obstacles in contributing to decision making during PTA meetings because of time factor, argument or lack of cooperation.

The results also showed that large number of Zonal Educational Board officers 13 which is equivalent to (95.7%) are of the opinion that they have a financial problem on the issue of safety in schools while a few numbers 5(33.3%) said they are not faced with a financial problem. this means that Zonal Board is faced with the financial problem, the table also states that a lot of Zonal Educational Board officers 12(80%) are on the perception that educational stakeholders are not fully involved in secondary school safety issues while low numbers 3(20%) said all the educational stakeholders are fully involved in school safety issues, table 20 also has indicated that large amount of Zonal Educational Board members 9(60%) said that government policies affect in one way or the other the safety of the secondary schools while small numbers 6(40.0) said it does not affect safety issues in secondary school. From table 20 also revealed that most of the obstacles encounter by Zonal Education Board are inconclusive decision making, during the PTA meetings and also not all the educational stakeholders are fully involved in school safety issues.

CONCLUSION/RECOMMENDATIONS

The research study investigated the Constraints influencing secondary schools safety in Zuru Local Government area of Kebbi State. The findings of the research identified the Constraints to secondary schools safety faced by educational stakeholders in ensuring good learning atmosphere. Some of the constraints to effective secondary schools safety were lack of fences or collapsed fences. Other challenges to secondary schools safety included bullying, drug abuse, vandalism, truancy, lack of tables and chairs, lack of Guidance and Counseling Units, lack of first aid boxes and lack proper maintenance of school facilities. The following recommendations were made on ways to improve situation

❖ There is need to carry out awareness campaigns on the need to improve school safety to all the secondary schools, either through radio, television, text messages or PTA meeting.

❖ Government and school management should be able to build and maintain school fences, and school facilities should endeavor to do it, school should solicit for money or should encourage the government to maintain school facilities, for the safety of school environment because this will help to control truant students, and encourage academic performance of the student.

❖ Teachers should endeavor to create a kind of interpersonal trust by keep eye on the stubborn, bully and drug abuse student, try to create a good relationship with them, without harshness so that they can fill free with teachers, this method mostly help in controlling their misbehavior.

❖ Schools should introduce Guidance and Counseling Services and students should be enlightened on the importance of the unit and where they can find the office in the school and the name of the officer in charge, this will help the student to go and seek advice either base on their career, or on their issue..

❖ School authority or management should endeavor to maintain school facility, when anything goes wrong school management should solve the problem, if it not go be young their capacity.

❖ Parents need to be enlightened on the need to discipline their children right from home to become good

members of society.

❖ School authority needs to provide ways in which student can report any behavioral act from a student, that may hinder the safety of the school, for example by providing a student suggestion box, for the student to lay complain and make suggestions, the student needs to be included in the PTA meetings so that they too, can contribute their quarter, or here their complains, also a parent and the community members should be enlightened on the importance of attending PTA meetings.

REFERENCES

Akinsolu, R. A. (2004) Provision and Management of Facilities in Nigerian Primary Schools. In Fagbemiye, E.O; Babalola, J.B.

Akintunde, O., and Musa, G. S. (2016) Environmental Insecurity and the Nigerian Child's Learning: Coping Strategies.

Alimi O. S, Ehinola G B, and Alabi F. O. (2012) School Facilities and academic performance of students in senior secondary schools of Ondo State, Nigeria. International Education Studies.

Black, S. (2002) like Roots of Yanderlism American School Board Journal 189 available: URL http://wwwasbi.com/2001/0710102 research html. Accessed journal 142006.

Boba, A. (2005)Crime Analysis and Crime Mapping. Thousand oaks C.A. Sage Publications.

Bondesio, M. I. Beckmann, L.L. Oosthuizen, J. Prinsloo, L.G. and Van Wyk, L.G. (1994) The Teaching Profession: Legal Requirements. Pretoria: J. P.Vander Walt.

Chong, S. (2014) Academic Quality Management in Teacher Education: A Singapore perspective. Quality Assurance in Education. 22(1):53-64.

Cohen, J. (2006) Social, Emotional, Ethical, and Academic Education: Creating a climate for Learning, Participation in Democracy, and well-being. *Harvard Educational Review*, 76(2): 211-214.

Durkheim, E. (1893) The Division of Labor in Society, translated by G. *Simpson. Glencoe: Collier-Macmillan Ltd*, *1964*.

Dwyer, K, Osher D and Wagner, C. (1998)Early warning, timely response: a guide to safe schools. *Office of Special Education and Rehabilitation Services, Office of Special Education Programmes*.US Department of Education. Washington, DC.

Dwyer, K. P. Osher, D. and Hoffman, C. C. (2000) Creating Responsive schools: Contextualizing early warning, timely response. Exceptional Children, 66, 347−365.

Ejemi, R. (2012)*Flood Submerges Makurdi*. Retrieved from Sun news online – com/news/2p4694.

Ekundayo, H. T. (2010) Administering Secondary Schools in Nigeria for Quality Output in the 21st century: The Principal's Challenge.European Journal of Educational Studies.2(3).

Eric, E (2009) "Incident and Accident" Implementing the Safety Regulations prescribed by South African Schools act. www.feca.org/sites/default/files/fecava_21.2.pdf

Eriksen, T. L, Nielsen, H. M and Simonsen M. (2012) The Effects of Bullying in Elementary School.IZA Discussion Paper No. 6718.Available athttp://ftp.iza.org/dp6718.pdf.

Federal Ministry of Education (2004) The Revised National Policy on Education.

Federal Republic of Nigeria(2013) National Policy on Education (3rd Edi.) Lagos, Federal Ministry of Education / NERDC.

Federal Republic of Nigeria.(2004) National Policy on Education. Lagos: Federal Ministry of Education. Geurtz C, Ted VW. Making citizen participation work: The challenging search for new forms of local democracy in The Netherlands. Local Government Studies. 2010.

Fisher, D. L and Fraser, B. J (1991) Validity and Use of School Environment Instruments.*Journal of Classroom Interaction*, 26:13-18.

Fox, H. M. (1960). Nature of Animal Colours.

Frankel, J. and Wallen, N.(2000**)**How to design and evaluate research in education*. (*4[th]ed). New York: McGraw – Hill.

Freiberg H.J and Stein T.A (1999)*School Climate. Measuring, Improving and Sustaining Healthy Learning Environments*. London: Falmer Press.

Fukumi, I. S. (2008) Cocaine Trafficking in Latin America: EU and US Policy Response. Burlington: Ash Gate Publishing Company

Furlong, M. and Morrison, G. (2000) The school in school violence: Definitions and facts. Journal of Emotional and Behavioral Disorders, 8, 71−81.

Garba, H. (2007) School Managers view about school safety from the invitational theory perspective. African Journal of Business Management. 4(12) 2415-2423